

THE EFFECT OF VIDEO BASED MOBILE LEARNING ON STUDENTS' WRITING SKILL

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Abstract: Mobile learning is as the acquisition of any knowledge and skill in the process of learning and teaching for accessing the communications and multimedia such as video as the main tool through using mobile technology, anywhere, anytime. The facilitate device has been helping the activity of teaching for teachers, especially teachers teaching English in secondary schools as well as facilitate and accelerate the acceptance of students. A study conducted to find out the effects of video based mobile learning on students' writing skills in Indonesia and examined limits on contents and mechanics in writing and module used in the English book at grade 10. The participant of the study is 80 students. The data was analyzed using descriptive and inferential statistics. Inferential statistics was used means, standard deviations and t-test. The video based mobile learning has supported teachers in encouraging students to use higher-order thinking skill to solve problems that are relevant to their daily lives. It has allowed students to assess, and they can share their learning in home by mobile learning.

Keywords: mobile learning, video, writing skill, assessment

INTRODUCTION

Today, advances in technology will influence the future curriculum. Curriculum is planning to show that is the curriculum itself is touching the future (Saedah Siraj, 2008, p.1). The curriculum will take students to compete with each other in education. Now, most schools are participating equipped with technological facilities to assist teaching and learning. Technology can change teaching and learning by being a source of knowledge, a medium for transmitting content, and an interactive resource furthering dialogue and creative exploration (Beth, 2009). Technology has been demonstrated to be beneficial to the students but teacher must plan its use appropriately. As a tool will give the mobile learning to the students in secondary school, mobile learning such as Personal Digital Assistants (PDAs), mobile phone, laptops and tablet PC technologies, in teaching learning (Maryam, 2009). Mobile learning through the use of wireless mobile technology allows anyone to access information and learning materials from anywhere and at anytime. It will be implemented in teaching the English language using the mobile learning focused on writing skills of students in the study. The knowledge taught in curriculum subjects are able to use the material or equipment in teaching, this will increase the learning interest of students in learning in these subjects, some of the relevant knowledge in the future of technology by using m-learning, so the teacher and students in the study were comfortable and satisfied by using cell phones.

software for teaching and learning mathematics (Vajiheh & Maryam, 2009). And the pilot study course was an Introduction to Microeconomics, which is face to face taught first year undergraduate course in the Department Economics at the Bristol (Andy, 2003) and iPod touch for biology open lab and tutoring center (Lifang & Roger, 2007) in curriculum subjects have been studied such as Mathematics, Economics, and biology can improve the child will learn to use M-learning, and research which will run about curriculum subjects in English. This study will assess the students in secondary schools to see the effect of mobile learning program based on the video of writing skills of students who will run in the school. And blogging affected students write experimental overall student performance and it has a positive impact on the two components of their writings: the content and organization (Orgur, 2009). This study is very influential in the technology and how to address the technology better as m-learning. This will examine the effect of video based on m-learning on student writing.

MOBILE LEARNING TECHNOLOGIES

Today, there have some of the most exciting technologies and feature used in online instruction. The defines technology as a functional knowledge of current technical means applied in human adaptive system, skill to use and create such means, and the ability to find the way of controlled their impact on civilization (Humara & Abdul, 2007). Talks about technology are related mobile learning. Mobile learning, or m-learning, is typically defined as learning with mobile technologies, and based on the application of wireless educational technologies (e.g., mobile phones, personal digital assistants, laptop computers, portable digital media players). Talking about the media, another phase which represents the development of technologies increasingly make it possible to support learning on the move and make use of these spontaneous learning situations. A tendency to use blended learning scenarios combining different forms of learning, and integrating various ways of content access (Tim de Jong, 2010) for instance of blended learning to access, web-based, desktop, and mobile. A blended learning scenarios call for better integration the use of these devices. A couple of mobile projects aim at a scenarios. Application of mobile learning scenarios into more formal, classroom-based learning activities to be implemented as they are enough flexible to the mobile learner (Korneliya, 2007). Mobile technologies are rapidly changing our lives with increasing numbers of services supported by mobile devices, including Web-based learning applications, providing opportunities for people to study anytime and anywhere. (Feng Xie, 2009). Mobiles now keep us in touch in almost all the ways that laptops used to: with email, web browsing, photos and videos, documents, publishing, listening, and sharing of diverse resources. Mobile technologies enable various social software applications on mobile settings.

WRITING SKILL

Teaching Writing, these guidelines are based on what they have long known to be the key principles of course design, which include considerations of course goals, theories, contents, focus, syllabus, materials, methodology, activities and evaluation. Writing is for discovery of learning, not just demonstration of learning. For writing, unlike speaking, provides us with a way not only to generate ideas before presenting them to an audiences, but also to scrutinize the ideas and language we produce; this re-vision, this seeing again, lets us receive feedback from ourselves and others and, learning as we go, make changes and corrections. The process approach to teaching writing, which comprises four basic stages—planning, drafting, revising and editing. Writing is a process of exploration that offers benefits to student (Vicki, 2005), and sometimes seen as the “flip side” of reading. It is often assumed that adolescents who are proficient readers must be proficient writers (Steve, 2007). And helping students learn to read better would naturally lead to the same students writing well. As the student write to make their ideas clear and comprehensible, they experience the fun of discovery. Although these stages of the writing process will be addressed individually, we emphasize our belief that writing is a recursive practice. As such, no one of the writers moves lockstep through the stages, crossing them off a writing “to do” list. The context of the stages of the writing process: prewriting, drafting, revising, and editing—stages identified (Glencoe, 2001; Thomas, 2000):

- i. Pre-writing is any activity in the classroom that encourages students to write.
- ii. Drafting refers to time spent composing a rough draft and the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing..
- iii. Revising and editing. *Revising* is the process of improving the draft. And *editing* is the process of correcting mechanical errors and any lingering concerns with voice, tone, and style.
- iv. *Publishing*, or sharing, is accomplished in a wide variety of ways when the work is in final form.

EFFECT OF VIDEO BASED MOBILE LEARNING ON STUDENTS WRITING SKILL

There are eleven elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning (Steve, 2007). It is important to note that all of the elements are supported by rigorous research, but that even when used together, they do not constitute a full writing curriculum.

1. Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions. Writing strategy instruction has been found effective for the senior high school of students who have difficult writing, but it is also a powerful technique for the students in general.

2. Summarization, which involves explicitly and systematically teaching students how to summarize texts. And teaching adolescents to summarize text had a consistent, strong, positive effect on their ability to write good summaries.
3. Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students' writing. The students are instructed to work as partners on writing task.
4. Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete. The specific goals in the studies reviewed included adding ideas to a paper when revising, or establishing a goal to write a specific kind of paper and assigning goals for specific structural elements in a composition.
5. Word Processing, which uses computers and word processors as instructional supports for writing assignments. Typing text on the computer with word-processing software produces a neat and legible script. It allows the writer to add, delete, and move text easily.
6. Sentence combining which involves teaching students to construct more complex, sophisticated sentences. Studies establishing the effectiveness of sentence combining primarily compare it with more traditional grammar instruction.
7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition. Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.
8. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task. The students examine and infer the qualities of a number of objects in order to describe them in writing. The students touch objects,
9. Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic.
10. Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing. Student are
11. Writing for Content Learning, which uses writing as a tool for learning content material.

METHOD

This study was used True-Experimental designs. True-Experimental design is the subjects are randomly assigned to treatment groups (Freankel, 2008). The subject of the study was from a secondary school in Malang, Indonesia. The target population is 455 tenth-grade students enrolled in SMK 4 Malang, Indonesia. And it was randomized sample to be two classes. The sample in the study consisted of 79 students in this month 2010. The researcher was selected male and female students. The study will determine effect of video based Mobile Learning on students'

writing skill at secondary school. And, it will be trying to answer the following questions: first question is "Does video based mobile learning affect students' writing skill at grade tenth?" second question is "Is there any content difference in students' writing skill at grade tenth?" third question is "Is there any mechanical difference in students' writing skill at grade tenth?" and fourth question is "Is there any gender difference in students' writing skill at grade tenth?"

PROCEDURES

The researcher was (1) randomly assigns the class in the district two groups, (2) exposes one group, but not the other, to training, and then (3) measures the writing paragraph of each group using the marking schema. The experimental group was used a video based mobile learning on students' writing skill. And the control group was asked to write the paragraph. The true-experimental was using random number of class. And the type of experimental design was used posttest-only design. The total of class was five classes of the tenth grade in SMK (the Vocational High School) 4 Malang, Indonesia. The researcher was choosing two groups randomized, it was used treatment and control group (Creswell, 2008). The instrumentation was using a test from the paragraph essay. There are two sets of essay scores were obtained in the beginning of the experiment during the pre-test and collected during the post-test, at the end of the experiment. The instrumentation was asked to write a descriptive composition on the pictures given with more than 100 words each for both the test for Form Two. Thus, the teaching of the lesson was conducted for three weeks. An hour and half lesson, twice a week was given the lesson. And the lesson was given about grammar, punctuation, capitalization, and paragraph. And the students were taught about video based mobile learning by using computer. Mobile learning is certainly concerned with learner mobility, in the sense that learners should be able to engage in education activities without the constraints (Agnes, 2005). The teacher was asked to search the website that given in their exercise. And the student was watching a video from YOUTUBE on their computer. The student was learning mobility when they were search YOUTUBE from their computer. They were watched YOUTUBE that has been search for beginning write the paragraph more than 100 words. During watching video from YOUTUBE 45 minute's duration, they can't write their exercise. They were complete watching the video from YOUTUBE 45 minute's duration until the end of the show. They were beginning write the paragraph more than 100 words that watched from YOUTUBE 45 minute's duration.

FINDINGS

All the data was obtained from the research instrument were analysis using descriptive statistic and inferential statistic to answer the research question. Inferential statistics was used means, standard deviations. To answer above the research question, affect video based mobile learning on students' writing skill question were formulated based on compare mean between pre - test and post - test.

The result of the first research question is “Does video based mobile learning affect students’ writing skill at grade tenth?”

Table 1.
Result of *t*-Test on the experimental scores between the pre and post test

Experimental Test	N	Mean	SD	t	p
Pre	41	20.27	1.858		
Post	41	23.07	1.367	-7.786	0.000

This section describes the results obtained from the *t*-test conducted on the experimental score between the pre and post on students’ writing skill. The result of the *t*-test show that the experimental score in writing skill of the pre-test ($M = 20.27$, $SD = 1.858$) is smaller than the experimental score in writing skill of the post-test ($M = 23.07$, $SD = 1.367$). T-test post test compare mean has been found significance effect video based mobile learning on students’ writing skill. The means the students who learn using the video based mobile learning on students’ writing skill is significantly difference than students who learn the writing though explanation.

The result of the second research question is “Is there any difference of content in students’ writing at grade tenth?”

Table 2.
T-test result of post test for experimental and control group.

Post Test	N	Mean	SD	T	p
Control	41	21.41	1.910		
Experimental	38	23.08	1.421	-4.366	.000

The result of the *t*-test show that the experimental group in contents of writing skill of the post - test ($M = 23.08$, $SD = 1.421$) is smaller than the control group in contents of writing skill of the post-test ($M = 21.41$, $SD = 1.910$). The mean score of the experimental group shows higher than the mean score of the control group. The null hypothesis is rejected and the research hypothesis is accepted. The means the students who learn using the video based mobile learning of the content on students’ writing skill is significantly difference than students who learn writing through explanation.

The result of the third research question is “Is there any difference of mechanics in students’ writing at grade tenth?”

Table 3.
T-test result of post test for experimental and control group.

Post Test	N	Mean	SD	T	p
Control	41	22.27	1.205		
Experimental	38	22.89	1.590	-1.982	0.050

The result of the *t*-test show that the experimental group in mechanics of writing skill of the post - test ($M = 22.89, SD = 1.590$) is smaller than the control group in mechanics of writing skill of the post-test ($M = 22.27, SD = 1.205$). The mean score of the experimental group shows higher than the mean score of the control group ($M = 22.89, SD = 1.590$). The null hypothesis is rejected and the research hypothesis is accepted. The means the students who learn using the video based mobile learning of the mechanics on students' writing skill is significantly difference than students who learn writing through explanation.

The result of the forth research question: Is there any gender difference in students' writing skill at grade 10 (tenth)?

Table 4.

T-test result of post test for experimental between male and female students.

	N	Mean	SD	T	P
Male	14	21.86	1.027		
Female	28	23.64	0.731	-6.504	.000

The result of the *t*-test show that the female group of the post - test ($M = 23.64, SD = 0.731$) is smaller than the male group of the post-test ($M = 21.86, SD = 1.027$). The mean score shows the female higher than the mean score of the male ($M = 23.64, SD = 0.731$). The null hypothesis is rejected and the research hypothesis is accepted. The means the female students who learn using the video based mobile learning on students' writing skill is significantly difference than male students who learn using the video based mobile learning on students' writing skill.

DISCUSSION AND CONCLUSIONS

The video that has been shown to the students who had taught for three weeks, it's using the technology of the Internet program. The use of technology in the classroom supports teachers in encouraging students to use higher-order thinking skills. Using the technology is a like the computer as a tool provides students with the opportunity to develop and use their higher-level thinking skills to solve problems that are relevant to their daily lives. As we move toward the idea of learning with technology, teachers are taking on a new role in the classroom. The student who facilitate and monitor peer activities to allow students to assess, and they can share their learning in home by mobile learning. The students are able to understand the video that has been shown with a simple story, and be able to understand the sentence, the content of a story that was on show in the video based on mobile learning. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus the students' attention on the content, play and replay the video. The video based mobile learning technology made it easy for descriptions and feedback to be written and shared. The researcher should interview students to explain their behavior and utterances. Student's interest has in the study to support teachers' learning objectives. The researcher should interview teacher as well, to get an in depth view of the language learning program. Teacher

also should consider the use of observation technique in the computer lab to seek clarity about the interaction between students and teacher, and students and students' sequence of the event could be recorded and detail collected to further strengthen the study.

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